

COUNSELING NEEDS OF INTERNATIONAL STUDENTS  
IN SELECTED COLLEGES OF IOWA

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A Field Report  
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The Graduate Division  
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Master of Science in Education

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by  
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## CHAPTER I

### INTRODUCTION

The increase of the international student population in Iowa has influenced a number of men and women to inquire into the needs of foreign students. Many colleges, organizations, churches, and other institutions have developed different means to meet their needs. However, the lack of current information about students from abroad has hampered any efforts made by these institutions. Evidently there have been no studies made yet in the area of foreign student counseling and guidance despite the growing awareness of its possible functions and objectives. Provision of adequate programs to suit individual groups and individual needs could be achieved more fully through a knowledge of their characteristics and problems.

#### I. THE PROBLEM

Statement of the problem. It was the purpose of the study to: (1) identify the counseling needs of international students as viewed by themselves; (2) describe and analyze these needs in relation to the whole foreign student body; (3) assess their need for academic and

personal counseling as based upon the services that are provided for by the colleges concerned; (4) explore the possible areas for guidance work in this field; and (5) determine the extent to which activities offered to students are meeting particular needs.

Basic assumptions. The study had the following assumptions prior to gathering data:

1. Education is the primary objective of foreign students.
2. They are prone to face problems which are inter-related to one another.
3. They need various types of guidance which differ in quality, depth, and understanding.
4. Their potential needs are present mostly in their general, academic, financial, and social experiences.
5. Individual counseling and group guidance could help foreign students solve their problems.
6. International student programs inside and outside the campus possess some guidance values.
7. International students lack valid, accurate, and usable data about occupational, educational, and social information before and after arrival.

Significance of the study. This report is important

in the field of education for several reasons. Any attempt to study foreign student life, either on a small scale or a wide scale, could be a useful indicator of the direction of its international policies and orientation. As pointed out earlier in the chapter, the lack of current information which would make programs not only more workable but also more up-to-date and more meaningful, has been the difficulty of many personnel workers. The demand for facts and the expanding foreign student body have also been noted. Despite Iowa's popular international activities, there have been no studies about international students. There have been some foreign area studies but not on the subject of guidance and counseling. This report was made more important by the fact that the students themselves stated their needs according to their own level of difficulty, instead of experts determining their needs. Needs determination and analysis were approached through the individual, in keeping with the theory of individualization in counseling. States like Iowa, whose schools and cities have been greatly involved in activities of international aspect need a study about the students who make up these programs. A closer relationship among the students, the school, the community, the state, and even the countries represented could be established if an interest in the students' welfare were seriously shown.

Kenneth Holland, president of the Institute of International Education expressed his views regarding research findings on the subject. His views had been found very appropriate to the report made by the writer. A study of this kind could be advantageous for the following reasons:

1. It provides organizations interested in foreign students some basis of organizing year-round programs for them.
2. It provides foreign student advisers some background to build on, or improve existing counseling of foreign students.
3. It contributes to the knowledge and understanding of the growing movement known as the "exchange of persons."
4. It emphasizes diversities in age, interests, social position, level of education and cultural backgrounds.
5. It indicates the position the colleges hold as a leader in international education.
6. It encourages more groups and individuals to establish closer relationships with students.<sup>1</sup>

The study was a beginning and a breakthrough of the information vacuum about international students in Iowa colleges and consequently the starting point of related investigations.

## II. PROCEDURE

The ten-month study started in June, 1966 while the writer was taking his counseling practicum at Drake

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<sup>1</sup>Education for One World, Annual Census of Foreign Students in Institutions of Higher Education in the United States, 1953-1954 (New York: Institute of International Education: n.d.), pp. 2-3.

University.

Preliminary data about enrollment were obtained through correspondence with the registrars, deans of men, deans of women, foreign student advisers, and other student personnel officers who had some direct contact with the foreign students. The latest edition of Lovejoy's College Guide provided a complete list of colleges.<sup>1</sup> Enrollment figures ascertained the presence or absence of international students in all the institutions of higher education in the state. The master lists sent by the schools showed the names of the students, their place of residence, and their home countries. Some of them included their fields of study.

A table of random numbers was used to choose a sample of international students after the schools sent in their master lists. Representative colleges were chosen, with care being taken to be sure that each nationality represented on any campus would have a student in the sample. An effort was made to include all foreign students at an institution with more than one student from abroad disregarding schools which had none. In cases where there were more than one nationality present, the country, rather than the college, was considered

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<sup>1</sup>Clarence E. Lovejoy, Lovejoy's College Guide (New York: Simon and Schuster, Inc., 1966), pp. 205-208.

first. This helped insure the representativeness of the sample. The student from each country was called "key student."

The research tool. The data-gathering instrument employed was a six-point inventory and rating scale. It was designed to yield the needs of individual students on six levels. Divided into two parts, it consisted of thirty-five items. The first part of the scale asked about the level of difficulty each student had felt in twenty-three areas. The second part was concerned with the level of need for each of the twelve services listed.

The tool was so constructed that it yielded a pattern showing needs in four areas of experience. They were general, academic, financial, and social in nature.

Some assessment instruments used in previous studies were adapted. The most important basis was the African Student Survey questionnaire. It was devised by the University of Michigan International Center during the spring of 1961.

The sample which will be described later, was divided into two groups. The first group was composed of students who were the only representatives of their respective countries. The second group was composed of students whose countries had two or more representatives. The inventory was sent to the first group a week ahead

of the other group. The answer sheets were mailed directly to their place of residence, in most cases, to their dormitories and similar living quarters in the campus. A letter introducing the project and its purposes accompanied the rating scale. A definite time was suggested by the writer for the return of the inventory. A follow-up letter in postcard form was mailed to students whose answer sheets were not received after three weeks.

In colleges where there were no foreign student advisers as such, the dean of men, dean of women, personnel officer, and admissions officer were contacted. Supplementary data were further collected through personal interviews and actual participation by the writer of this report. The interview was utilized to a great extent. Personal interviews with several foreign student leaders and visitors were made, structured and unstructured, during student meetings and informal gatherings. The staff and personnel of organizations interested in international study and travel were interviewed. Recently appointed by the Iowa Boards of International Education as guidance chairman for East Asian students, the writer was able to counsel with foreign students. He worked with other guidance chairmen in various continent areas in order to expand his experience toward other foreign student groups. He spent several weeks during the

summer and some weekends during the fall of 1966 as a live-in at the International Center in Des Moines, mostly with African and South American students. Two of the most important activities that the writer was involved in were the Foreign Food Fair and the Foreign Student Weekend in Des Moines. These activities will be described in detail in Chapter II.

Samples of foreign student programs were studied.

Choice of sampling. Institutional categories were established in order to obtain data from students enrolled at all types of schools. The categories were made according to type of control: i.e., state, sectarian, nonsectarian; and according to the size of the student body. Students from state universities in Iowa were not included because their lists were not made available in time for the selection of cases.

A set of criteria was determined for the college and students in the sampling. The college was either public or private, except the state universities, junior college or four-year college, specialized or technical. The foreign students were expected to have been enrolled in September, 1966, first semester or first quarter, depending upon their school calendar system. A student was selected for each country. Those protectorates outside the mainland of any country which have not yet attained



statehood were treated as foreign countries, thus making their students as foreign students. The students were either sponsored or nonsponsored, part-time or fulltime.

In order to meet the deadline, the inventory sheets that were mailed back after January, 1967, were not coded and not included in the percentage of return.

### III. LIMITATIONS

There were many students from abroad other than those enrolled in private and public colleges in Iowa. These included trainees in industries, hospital interns, medical technologists, nurses, and the like. Therefore, unless they were enrolled in one or more courses in college at the time of the study, they were not included.

As long as a foreign student was enrolled in a school, the research project classified him as an international student, whatever the type of visa he held; i.e., official visitor, student, and exchange visitor. This excluded, however, the permanent residents and immigrants.

The report covered only a small number of colleges and students. This would explain why the state universities were not a part of the study. The assumption was that their foreign student programs were more or less organized on the same bases as smaller colleges. Other

important student groups who were not a part of the study were those exchange students in high school under programs such as American Field Service.

It was not the purpose of the study to obtain statistical information although some figures were presented in the final analysis.

There were many differences in the students' backgrounds. Their responses varied according to their level of study, personal maturity, motivation, and purpose. Most of the students for the study were undergraduates.

Other variable factors were sex, academic status, country of origin, number of foreign students on the campus, and length of stay in the United States. Personal considerations such as the adaptability of the individual might have affected their response.

The personal interviews were often unstructured and sporadic due to changing situations at a very limited time. This posed a problem in quantifying and incorporating the findings in the final results.

The sample was limited. Interpretive comments, based on the results, were limited only to the given sample and the definitions set up by the writer. Any discrepancies between this report and other reports that could have been in print before the study could be attributed to the differences in terms and the extent of the sample.

## CHAPTER II

### RELATED STUDIES AND ACTIVITIES

There have been a number of studies made on international students in the United States since the concept of international education was developed. Originally this concept was used to describe the various types of educational and cultural relations among nations. It has now broadened to include governmental cultural relations programs, educational assistance to underdeveloped nations, cross-cultural education, and international communications.<sup>1</sup>

Several studies that had notable influence upon this report will be presented here. Activities which are of international nature were also included in this chapter.

#### I. PREVIOUS INVESTIGATIONS

Significance of the overseas students. The presence of foreign nationals on American campuses and their impact on campus life were described by Dr. Everett Stowe.

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<sup>1</sup>David G. Scanlon (ed.), International Education: A Documentary History (Classics in Education, No. 5, ed. Lawrence A. Cremin. New York: Bureau of Publications, Teachers College, Columbia University, 1960).

In one of his earliest works he made the following conclusions:

1. An international student body demonstrates the theories of anthropology and sociology. These sciences give us schoolbook facts about human similarities and differences. An international student body is a living representation of these schoolbook facts.
2. By coming to know and to like students from abroad, our U.S.A. students acquire a tolerance for differences which contributes to the solution of some of our most vexing national problems of prejudice and discrimination.
3. The presence of students from abroad offers human motivation for interest in geography, foreign languages and literature, history, sociology, economics, music, art, and many other fields.
4. Association with students from other cultures make our students aware of certain lacks in U.S.A. culture, and moves them to place more emphasis on such refinements as courtesy and aesthetics.
5. U.S.A. students are often impressed by the seriousness of purpose shown by students from abroad who made great sacrifices for an education here. The presence of a few students on a campus often puts a new value on the importance of education.
6. Just as the student from abroad learns about his own culture by living in ours, so U.S.A. students . . . find themselves viewing familiar phases of our national life in a clear light when they try to explain things to a student from abroad.<sup>1</sup>

Kenneth Holland, president of the Institute of International Education realized that for newly emerging nations, education is an economic, political, and social necessity. This fact, together with the geographical

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<sup>1</sup>Handbook for Counselors of Students from Abroad, prepared by members of the Practicum for Foreign Student Advisers, Teachers College, Columbia University, Summer Session, 1948 (experimental edition; New York: National Association of Foreign Student Advisers, n.d.), pp. 3-4.

spread of the students' national origin, has made the foreign nationals an important segment of the institution.

Definition of international student. One of the difficulties of researchers on the subject is defining the term "international student" or the more popular one, "foreign student." The foreign student adviser of Iowa State University described his students as "persons on campus from outside the United States" and they are categorized according to status and type of visa. The students are recognized in this university as graduate, undergraduate, special, research associate, and staff. They possess any of the following visas: exchange visitor, student, immigrant, temporary visitor, and trainee. This description was found in the roster of students provided by the Office of Foreign Student and Visitors Services at Iowa State. The Institute of International Education defined a foreign student as:

. . . a citizen of a country other than the United States who is studying or training in an institution of higher education in the United States, and who plans to return to his home country when his studies are completed. . . . The term does not include Displaced Persons, immigrants, persons who have taken first citizenship papers, or foreign students studying in the United States below the college level.<sup>1</sup>

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<sup>1</sup>Education for One World, Annual Census of Foreign Students in Institutions of Higher Education in the United States, 1953-1954 (New York: Institute of International Education, n.d.), p. 4.

Status of foreign student counseling. Distinctions between advice and counseling were pointed out in the Handbook for Counselors of Students from Abroad. "Advice" is used to cover the practical facts about which virtually all foreign students need information: immigration regulations, finances, insurance plans, details of living in this country, units, credits, requirements, and the like. "Counseling" is used to cover not only the manner in which advice is imparted but also guidance in the personal dilemmas and confusions that often carry deep emotional undertones, as well as overtones, for individual foreign students.<sup>1</sup> In the same handbook, counseling was further explained as follows:

Counseling is a two-way discussion between a counselor and a student (client) for the purpose of assisting the student in solving his problem, of whatever nature. Counseling involves the establishment of a relationship . . . which causes the student to desire and to seek the assistance of the counselor; and results in the identification and analysis of the student's problems; . . . and the development of insights, acceptance of responsibility for decision, and capacity for action on the part of the student.<sup>2</sup>

C. Gilbert Wrenn viewed student personnel work as a dynamic and purposeful relationship between two people in which there is always mutual participation with the

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<sup>1</sup>Handbook for Counselors of Students from Abroad, op. cit., p. 129.

<sup>2</sup>Ibid., p. 129.

focus upon self-clarification and self-determination.

As early as 1937, student counseling has been recognized as part of the student personnel program for higher education. W. H. Cowley listed three reasons for its adoption. First, counseling personalizes education. Second, it integrates education. Third, counseling coordinates the various student personnel services.<sup>1</sup>

One research report was concerned about the status of foreign student counseling in the United States. Supported by the Dean Langmuir Foundation through a grant to the National Association of Foreign Student Advisers, the examination was conducted by the Institute of Research on Overseas Programs at Michigan State University. According to this report, American colleges and universities must provide effective and expert services if they are to discharge in a responsible fashion the obligations attendant upon acceptance of students from other nations --- obligations which are present regardless of the number of foreign students enrolled in any given institution. The exploration of needs and resources was pointed out in such areas as counseling, orientation, increasing English language proficiency, and the providing of services to foreign

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<sup>1</sup>W. H. Cowley, "Preface to Principles of Student Counseling," Educational Record, XVIII (April, 1937), 217.

students.<sup>1</sup>

Trends in university patterns. Personnel services at the college and university level exhibit many similarities to the services offered in the elementary and secondary schools.<sup>2</sup> Unique to college is the special-services function. At the college level, there are many types of special students. Mainly, the classification of such students is not based upon ability or achievement but upon background and the social characteristics of the student. New student orientation or special advisory programs for foreign students are examples of this service.<sup>3</sup>

In larger institutions centralization of personnel services is the distinct trend. The need for more efficient and economic operation is arising due to the anticipated increase in enrollment at this level. Primarily, counseling and guidance services will be utilized.<sup>4</sup>

Trends in small-college patterns. Essentially, the same trends in the universities are evident in the smaller colleges. Variations, however, are being exhibited

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<sup>1</sup>Homer D. Higbee, The Status of Foreign Student Advising in United States Universities and Colleges (East Lansing: Institute of Research on Overseas Programs, Michigan State University, 1961).

<sup>2</sup>Claire Selltiz, et al., Attitudes and Social Relations of Foreign Students (Minneapolis: University of Minnesota Press, 1963), p. 66.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid., p. 67.



due to the size of the college. In many cases, staff members are being assigned additional duties. It has become necessary for regular staff members to be skilled in counseling work and, thereby, provide a more individualized service for each student.<sup>1</sup>

The Education and World Affairs, a private, non-profit educational organization created in 1962, had revealed some findings which were related to the study. It was found that all evidence indicated that the number of foreign candidates for study in the United States would continue to grow. Because of this fact, the necessity of counseling, evaluating, and testing of applicants before they leave was being recognized. The organization's objectives are "to study, analyze, and assist in strengthening the international teaching, research and service dimensions of U.S. colleges and universities."<sup>2</sup>

An identification of sixteen possible services provided through foreign student programs was made in another study. Five of them were considered major ones by foreign student advisers all over the country. They were (a) information giving and correspondence, (b) immigration-visa assistance, (c) counseling on personal

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<sup>1</sup>Ibid.

<sup>2</sup>Harold Boeschstein, et al., The University and World Affairs, Report of the Committee on the University and World Affairs, p. 3.

problems, (d) community and family contacts, and (e) social activities.<sup>1</sup> This body of services is similar to those listed for student personnel services by earlier leaders in the field.

William W. Marvel, President of Education and World Affairs, claimed that colleges can bring to the campus a foreign student contingent of appropriate size, composition, and national origin and add international dimension to their curriculum and campus life.<sup>2</sup>

The role of administrative officers. There are three major administrative officers who come in contact with international students before and after registration in a particular institution. They are the admissions officer, the academic adviser, and the foreign student adviser. The first officer is concerned mainly with the selection of students by ascertaining the individual's knowledge of the English language and by inquiring into the individual's financial ability and resources. The second officer evaluates academic achievement problems in regard to academic adjustment and academic success.<sup>3</sup> The third

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<sup>1</sup>Higbee, op. cit., pp. 10-16.

<sup>2</sup>William W. Marvel, "What Colleges Can Do," Saturday Review, XLIX (August 20, 1966), 71.

<sup>3</sup>James M. Davis, Russell G. Hanson, and Duane R. Burnor, IIE Survey of the African Student: His Achievements and His Problems (New York: Institute of International Education, 1961), pp. 37-39.

officer's duties will be explored more fully in subsequent paragraphs.

The foreign student advisory staff varies considerably from school to school; the smaller schools usually appoint an instructor to work with the foreign students. He may do all of it himself or have a part-time or fulltime assistant. Since each foreign student advising office is organized differently, the type of counseling varies, either through individual or group approaches.<sup>1</sup>

According to UNESCO, most major campuses now maintain a foreign student adviser to help foreign students resolve the many problems of adjustment in their new collegiate environment.<sup>2</sup>

One duty of the foreign student adviser is to help the student find accommodation and give him assistance with the enrollment procedures, course schedule, and his financial transactions. Another duty of the adviser is to introduce the student to the social life of the campus and help him establish contacts in the community at large.<sup>3</sup>

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<sup>1</sup>Ibid.

<sup>2</sup>United Nations Educational, Scientific, and Cultural Organization, World Survey of Education: Higher Education (Vol. IV. 4 vols.; Paris: UNESCO Publication Center, 1966), p. 1351.

<sup>3</sup>Ibid.

## II. NATION-WIDE ACTIVITIES

Historical background. Many countries after World War I looked to foreign study as a means for promoting understanding among people. It was during this period that the United States began attracting students from abroad. These tendencies were further strengthened after World War II, when western nations faced the task of trying to rebuild international understanding. Travel and study abroad were utilized on a large scale.<sup>1</sup>

The number of students from abroad has increased steadily since the end of World War II and the resources committed to their welfare have likewise moved steadily upward. The past decade has seen a rapid expansion of programs for overseas students.

Also characteristic of the recent period has been the growth of organized programs of exchange supported by governments, foundations, and other organizations. The objectives range from the promotion of international friendship and understanding to the transmission of skills essential to programs of technical assistance and national development.<sup>2</sup> The introduction of political and cultural

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<sup>1</sup>Jeanne Watson and Ronald Lippitt, Learning Across Cultures (Publications of the Institute for Social Research, ed. Evelyn Stewart. No. 4; Ann Arbor, Michigan: University of Michigan, 1955), p. 142.

<sup>2</sup>Ralph D. Beals, and Norman D. Humphrey, No Frontiers to Learning: The Mexican Student in the United States (Minneapolis: University of Minnesota Press, 1957), p. v.

objectives has modified the old pattern of foreign study. The expansion into non-academic areas has extended opportunities for cross-cultural education.<sup>1</sup>

The foreign student body. A knowledge of the present foreign student population in the country enabled the writer of this report to understand the activities set up for students on a national scale. Only in very recent years have American schools received a perceptible percentage of non-American students.

Trends in foreign student-national enrollment revealed that it has been accelerating. A UNESCO survey in 1966 concluded that one out of every four students in the world is studying outside his own country.<sup>2</sup> Table I, on page 22, shows the annual averages of enrollment of foreign students in the United States.

The annual census of the Institute of International Education has been conducted recently in colleges and universities. The data, which could have updated previous information gathered, were not available at the time of writing.

For the majority of schools, Higbee believed that reception of foreign students represents their most signi-

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<sup>1</sup>Ibid.

<sup>2</sup>United Nations Educational, Scientific and Cultural Organization, op. cit., p. 1351.

ficant contact with the nation's increasing involvement in international education.<sup>1</sup>

TABLE I  
ANNUAL AVERAGES OF FOREIGN STUDENT  
ENROLLMENT IN THE UNITED STATES  
1950-1962

Year	Total number of students	Number of foreign students	Per cent	Rate of Increase
1950-54	2,257,280	32,403	1.4	2.2
1955-59	3,050,752	43,256	1.4	2.4
1960-62	3,872,768	58,635	1.5	2.8

The UNESCO estimated 57,000 students enrolled in higher education in 1962 and predicted about 120,000 or more students from abroad by 1970. A total of 20,000 was estimated to have received their degrees last year. It was also reported by the IIE that 152 countries were represented two years ago.

One half of the foreign student population are undergraduates, whose concerns and needs obviously differ from those of the graduate and special students who make

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<sup>1</sup>Higbee, op. cit., p. xii.

up the remainder.<sup>1</sup>

Despite the rising total of foreign students and their wide dispersion over U.S. institutions, only a few schools have more than 50 students each as shown in Table II.

TABLE II  
DISTRIBUTION OF FOREIGN STUDENTS  
AT U.S. CAMPUSES, 1960

Number of students enrolled	Number of campuses in category	Total number of students in category	Percentage of campuses	Percentage of foreign students
301 or more	26	17,260	1.9	38.8
101-300	60	10,053	4.5	22.6
50-100	73	5,153	5.4	11.6
21-49	170	5,404	12.4	12.1
11-20	212	3,121	15.6	7.0
1-10	824	3,545	60.2	7.9
Total	1,365	44,536	100.0	100.0

The basic data shown on the above table were taken from Open Doors published in 1960 by the Institute of International Education.

<sup>1</sup>Harold Boeschstein, et al., The University and World Affairs, Report of the Committee on the University and World Affairs, pp. 30-31.

In reply to the question: "Do you believe that our universities have enough room for the absorption of additional foreign students at the graduate and undergraduate levels, under the program as presently conducted?," eighty-nine per cent of the respondents, mostly administrators, felt that at least for the present and immediate future, this absorption can be accomplished.<sup>1</sup>

National Association of Foreign Student Advisers. Known as the NAFSA since 1948, this professional organization has broadened the nature and scope of its activities for international students. One of its primary objectives is to serve more effectively the interests and needs of exchange students, faculty, and visitors through coordinated plans of agencies and individuals concerned with the interchange of persons. The diversity of interests and professional concerns has caused the NAFSA to change its name to National Association of Foreign Student Affairs in 1963.<sup>2</sup>

American Personnel and Guidance Association. The APGA has recognized the necessity of implementing its international relations policy. Through its International

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<sup>1</sup>Cora Du Bois, Foreign Students and Higher Education in the United States (Studies in Universities and World Affairs, 8 vols.; Washington, D.C.: American Council on Education, 1956), p. 204.

<sup>2</sup>Stewart Fraser (ed.), Governmental Policy and International Education (New York: John Wiley & Sons, 1965), p. 106.



Relations Committee which is represented in each division, the APGA expressed the responsibilities of members in this particular area during its convention in Dallas, Texas in March, 1967. The proposed functions of the APGA International Division are the following: (1) liaison with national and world organizations in international affairs; (2) international publications for counselors; (3) services to foreign guidance groups; (4) research on guidance in international education; (5) coordinate all international efforts in APGA; (6) cooperative project with governmental agencies; (7) financing for international education; and (8) consultation and reference library for international education for APGA members.

The writer of this report was one of the first international students who were invited to participate in the Committee's international activities during the APGA's latest convention.

Dr. Philip R. Harris, of the APGA International Relations Committee wrote:

The international aspects of guidance should be regarded from the viewpoint of both the student, as well as the counselor. . . . Guidance for the international society of the future requires that the advantages of international studies, cross-cultural experiences, and relationships . . . must be brought to the attention of the student.<sup>1</sup>

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<sup>1</sup>American Personnel and Guidance Association, Dallas Convention Abstracts (Washington, D.C.: American Personnel and Guidance Association, 1967), p. 120.

Another source of information about activities arranged for overseas students were found in the report by the Education and World Affairs. It was entitled, The University Looks Abroad: Approaches to World Affairs at Six American Universities. It provided a coherent, comprehensive, sample of trends, patterns, and creative possibilities in world affairs. It analyzed case studies of Stanford, Cornell, Tulane, Indiana, Wisconsin, and Michigan State, representing all regions of the United States. The study revealed that foreign students are a major educational asset and that they should be treated as such, and not merely as symbols or problems.<sup>1</sup>

Since 1951 the Ford Foundation has made grants exceeding ten million dollars to strengthen the management of foreign student programs, to improve the orientation of the students in the United States, and to support research on their adjustment problems.

Government recognition. The government has done a number of programs on international education. The Fulbright Act, named after its sponsor, Senator J. William Fulbright of Arkansas, was the first major international exchange program for students, teachers, and scholars. Another major step was the passing of the International

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<sup>1</sup>Glenn A. Olds, "Widening Campus Horizons," Saturday Review, XLIX (August 20, 1966), 67-68.

Education Act of 1966. In his message to Congress on February 2, 1966, President Lyndon Johnson proposed to support programs of international scope in smaller and developing colleges, improve the quality of U.S. schools and colleges abroad, and create special programs for future leaders studying in the United States.<sup>1</sup>

John Brademas, a congressman from Indiana and the chairman of the Task Force on International Education of the House Committee on Education and Labor wrote:

. . . The significance of the International Education Act is that for the first time the government will make a long range commitment to support the international dimensions of our colleges and universities as educational institutions. . . .<sup>2</sup>

The act was to provide for the strengthening of American educational resources for international studies and research. One principal section provided grants to universities, or combinations of them, for graduate centers of research and training in international study. Another section authorized grants to colleges and universities for comprehensive programs in international study at the undergraduate level.<sup>3</sup>

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<sup>1</sup>"The President's Message," Saturday Review, XLIX (August 20, 1966), 55.

<sup>2</sup>John Brademas, "A New Federal Role," Saturday Review, XLIX (August 20, 1966), 52.

<sup>3</sup>Ibid., p. 54.

It also permitted grants to public or private nonprofit organizations such as scholarly and professional organizations, area studies groups, state education departments with responsibilities for higher education, and educational groups whose purposes are international in nature.<sup>1</sup>

Other organizations. Some organizations involved with international activities and programs are the following: American Council on Education, National Education Association, National Association of Student Personnel Administrators, United Nations Association of the U.S.A., Institute of International Education, U.S. National Commission for UNESCO, and International Association of Educational and Vocational Guidance.<sup>2</sup>

### III. LOCAL ACTIVITIES

The state of Iowa has made considerable progress in developing unique plans for international students. In the city of Des Moines, including smaller cities and towns, voluntary organizations have been formed in recognition of the growing foreign student population in the state.

Foreign student population in Iowa. The Iowa

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<sup>1</sup>Ibid., p. 70.

<sup>2</sup>American Personnel and Guidance Association, op. cit., p. 121.

Boards of International Education (IBIE), one of the largest organizations in the state and which will be explained in detail later in this chapter, estimated foreign countries represented in Iowa schools to be 107 and foreign nationals in the campuses to be 1,866.

This figure came from various sources but was primarily based on school registration reports as of January, 1967.

Table III shows the number of international students by continent and the number of countries represented in each continent area according to the IBIE information sheet.

TABLE III  
DISTRIBUTION OF FOREIGN STUDENTS  
AND COUNTRIES IN IOWA BY  
CONTINENT AREAS, 1967

Continent areas	Number of countries	Number of students
Africa	21	198
Americas	26	433
East Asia	22	517
West Asia	14	323
Europe	24	395
Total	107	1,866

Categorized into five continent areas, they were arbitrarily distributed among Africa, Americas, East Asia, West Asia, and Europe. The Americas lead in the number of countries while East Asia leads in the number of students. The countries and territories do not suggest their legal status and delimitations. As the IBIE pointed out, these continent areas were for administrative convenience, not as educational device.

The figures in Table III did not include high school exchangees distributed in approximately 125 Iowa towns and cities.

The Iowa Boards of International Education. The IBIE is a voluntary, non-profit agency whose membership ranges from civic, political, religious, and educational leaders to college students. This organization was formed fourteen years ago with Mrs. Elinor D. Robson as director. Three areas of interest have emerged from continued planning. They are (a) cooperation with each of the countries represented; (b) advancement in bringing international understanding to the whole community; and (c) development of a plan for bringing coherence into people-to-people relations, country-by-country.

One of the IBIE's important services is the operation of the International Center in Des Moines. The director works in the Center. Some living quarters for

transient visitors are provided. The Materials Center stores various literature and devices about countries all over the world. The Country Committee Secretariat maintains an active file of students, staff members, trainees, and visitors to the cities, towns, and the state at large.

The organization has also two very unique personnel who work very closely with the international students throughout the year. One is the Country Committee Chairman who is usually an American assigned to coordinate all activities of and for students from a particular country. The other is the key student who has direct contact with students from his native country. There are as many country committee chairmen and key students as there are countries.

Different programs are planned for the year both for the immediate community or for the whole state. The most popular and most publicized one is the Foreign Students' Weekend in Des Moines, sometimes called International Convention by the press. It was begun as an opportunity for young people to visit the capital city. Gradually, it has assumed the proportions of an international convention with the increase of student population in the state. Some schools in South Dakota, Illinois, Missouri, and Nebraska have also participated. Students are assigned to Des Moines families for the entire weekend.

They set up their country booths in the Veterans Auditorium and present a program at KRNT Theatre. Some ambassadors and consuls or their representatives are invited to meet with the students during the Weekend. The United States Department of State has been represented each year and has been interested in the Foreign Students' Weekend since it was started in 1954. Another popular activity is the annual Foreign Food Fair held at the Veterans Auditorium in November each year, about three months before the Weekend. Generally the Food Fair personnel are the same as those people involved in the Weekend.

The IBIE also has initiated some counseling and guidance services this fall. Its present projects are focused on Japan, the sister state of Iowa, Kenya, and Mexico. Many visitors claim that the IBIE has developed a type of program which makes Iowa's international activities superior to those of many other states.

Other on-campus and off-campus events. Similar to the IBIE in purpose and design is People-to-People, a committee designed to improve international understanding through individual action and direct personal contacts. Its headquarters is in Kansas City, Missouri, and operated on a national scale. Dwight Eisenhower, former U.S. president, is the chairman of the board. Local chapters have



been organized on most major campuses in the state like Drake University in Des Moines.

Another weekend has been promoted by the United Packing House Workers Association in Waterloo. Organized by Imre Takacs, the annual Foreign Student Banquet has drawn a number of student groups from various schools across the state. It is held during the first week of October.

The Iowa State Fair Board has set aside a special day for students to meet together during the fair. Called the "World Day at the Fair" it was started for the first time in 1966 with John Deere as one of the first sponsors.

The Farm Bureau has Japanese trainees during a certain period of time. The model UN has gained wide acceptance on the campuses like Iowa State University. Holidays like Thanksgiving Day have become opportunities for students to spend vacations with host families, especially if they are organized through their respective schools.

The studies and activities described in this chapter have been developed by groups of varied backgrounds --- religious, philanthropic, professional, fraternal, civic, industrial, and governmental.

## CHAPTER III

### TREATMENT OF DATA

The most important purposes of the study were threefold. They were the identification, description, and analysis of the counseling needs of international students in colleges in Iowa. In addition, the services provided and the activities offered as means of meeting their needs were also studied. The writer believed that any findings made would reveal possible areas of guidance.

Of the fifty-seven institutions accepting foreign students in higher education, there were thirty-three selected. The institutions where the students were officially registered at the time of the study are found in Appendix D.

All of the fifty-seven colleges were contacted for the preliminary data which was primarily the foreign student enrollment. Forty-nine responded. The writer of this report was aware of some changes in the names of schools, especially those covered by the area vocational schools. Their old names were used in this paper.

A total of seventy-two inventory sheets were mailed to the same number of foreign students. Seventy-four per cent returned the inventory sheets. Only the countries

reported by the schools at the beginning of the study were included and these are listed in Appendix E.

The first part of the inventory was about twenty-three problem areas, (see Appendix C) and the level of difficulty. Table IV shows the percentage of cases who indicated their level of difficulty and its rank.

TABLE IV  
PERCENTAGE OF STUDENTS WHO INDICATED  
THEIR LEVEL OF DIFFICULTY

Level	Percentage	Rank
0	23	2
1	18	3
2	15	4
3	27	1
4	12	5
5	5	6

The six-point scale used for level of difficulty and need was interpreted as follows: 0 means none; 1 means very low; 2 means low; 3 means average; 4 means high; and 5 means very high.

From the scale, it was found that twenty-seven per cent of the respondents had an average difficulty in

all the given areas. Twenty-three per cent indicated that they had no difficulty, while five per cent had a very high level of difficulty. Level 3 had the highest percentage. Level 5 had the lowest.

The second part of the inventory was concerned with the level of need of international students in twelve different services. (See Appendix C). Table V shows the percentage of cases who indicated their level of need. Most of the cases indicated their lack of need for the given services. However, a significant distribution of need was noted. Twenty-three per cent expressed an average level of need as compared to twenty-seven per cent who expressed an average level of difficulty. Significant figures also were revealed in the fourth and fifth levels. Seventeen per cent showed a high level and thirteen per cent showed a very high level.

TABLE V  
PERCENTAGE OF STUDENTS WHO INDICATED  
THEIR LEVEL OF NEED

Level	Percentage	Rank
0	26	1
1	12	5
2	9	6
3	23	2
4	17	3
5	13	4

A comparison of the levels of need and difficulty was made in Table VI. On the average, both levels of difficulty and need were approximately the same. This was also seen in Level 0. However, a marked difference was present in Level 5.

TABLE VI  
COMPARISON BETWEEN LEVEL OF DIFFICULTY  
AND LEVEL OF NEED

Level	Percentage of students who indicated difficulty	Percentage of students who indicated need
0	23	26
1	18	12
2	15	9
3	27	23
4	12	17
5	5	13

The areas and services were analyzed according to level of difficulty and need. Those that received the five highest frequencies were noted below arranged from the highest to the lowest.

The extent of difficulty felt by the respondents was found in the following areas:

Level 0 (None)

Health, Living arrangements and housing

conditions . . . . .	18
Government laws and regulations . . . . .	16
Making future plans, Making friends . . . . .	13
Food, Discrimination . . . . .	11
Educational, social, and occupational information, Persons contacted for assistance . . . . .	9

#### Level 1 (Very low)

Government laws and regulations . . . . .	12
Language facility, Food . . . . .	11
Homesickness, Educational, social, and occupational information . . . . .	10
Programming of courses, New manners and customs . . . . .	9
Health, Study habits and time schedule, Persons contacted for assistance . . . . .	8

#### Level 2 (Low)

Educational, social, and occupational information . . . . .	12
Initial adjustment . . . . .	11
Language facility, Food . . . . .	9
Homesickness, Living arrangements and housing conditions, Classroom instruc- tion . . . . .	8

Making future plans . . . . . 7

Level 3 (Average)

Initial adjustment . . . . . 21

Tests and grades . . . . . 14

Language facility, Homesickness . . . . . 13

Educational, social, and occupational

information, Social functions . . . . . 12

Food, Academic preparation, Study

habits and time schedule . . . . . 11

Level 4 (High)

Making future plans . . . . . 11

Language facility, Homesickness . . . . . 7

Food, Government laws and regulations,

Standards set by college . . . . . 6

Living arrangements and housing condi-

tions, Educational, social, and occupa-

tional information, Financial support,

Health . . . . . 5

Academic preparation, Tests and grades,

Planning vacations and holidays . . . . . 4

Level 5 (Very high)

Making future plans . . . . . 8

Homesickness . . . . . 5

Health . . . . . 3

Language facility, Food, Educational, social, and occupational information, Planning vacation and holidays, Social functions . . . . .	2
---	---

The extent of need for services felt by the respondents were indicated below:

Level 0 (None)

Finding housing . . . . .	21
Meeting with the college representative at place of arrival . . . . .	19
Obtaining scholarships, Obtaining financial aid other than scholarships . . . . .	15
Establishing contact with Americans other than American students . . . . .	14
Individual counseling on personal problems . . . . .	12

Level 1 (Very low)

Orientation program . . . . .	8
Assistance at registration, Deciding what academic courses to take, Finding housing, Establishing contact with American stu- dents . . . . .	7
Special meeting places such as International Houses, International Center, Internation- al Club . . . . .	6



Obtaining financial aid other than scholar- ships, Establishing contact with Americans other than American students, Individual counseling on personal problems . . . . .	5
Immigration and visa procedures, Obtaining scholarships, Meeting with the college representative at place of arrival . . . . .	4

### Level 2 (Low)

Deciding what academic courses to take . . .	9
Individual counseling on personal problems. .	7
Assistance at registration, Immigration and visa procedures, Orientation program. .	6
Obtaining scholarships . . . . .	5
Finding housing, Meeting with the college representative at place of arrival . . . . .	4

### Level 3 (Average)

Establishing contact with Americans other than American students . . . . .	15
Assistance at registration, Orientation program . . . . .	14
Establishing contact with American students, Individual counseling on personal prob- lems . . . . .	13
Immigration and visa procedures . . . . .	12

Special meeting places such as International House, International Center, International Club . . . . .	11
--	----

#### Level 4 (High)

Deciding what academic courses to take . . .	14
Obtaining scholarships . . . . .	13
Immigration and visa procedures . . . . .	11
Establishing contact with American students, Assistance at registration . . . . .	10
Obtaining financial aid other than scholarships . . . . .	9

#### Level 5 (Very high)

Special meeting places such as International House, International Center, International Club . . . . .	15
Obtaining financial aid other than scholarships . . . . .	10
Meeting with the college representative at place of arrival . . . . .	8
Obtaining scholarships, Establishing contact with American students, Individual counseling on personal problems . . . . .	6
Assistance at registration, Establishing contact with Americans other than students . .	5

The number of responses varied for each item because some items were left blank. Of the 844 responses to the first part of the inventory, 23 per cent did not experience any difficulty; 18 per cent, very low; 15 per cent, low; 28 per cent, average; 11 per cent, high; and 5 per cent, very high. Of the 597 responses to the second part of the inventory, 26 per cent had no need for services; 11 per cent, very low; 10 per cent, low; 23 per cent, average; 17 per cent, high; and 13 per cent, very high.

The present composition of the foreign student body in Iowa is highly heterogeneous. As mentioned in Chapter II, it was estimated that there are 107 foreign countries represented in Iowa schools by approximately 1,866 foreign nationals as of January, 1967. Table VII, on page 44, shows the top ten countries which had the highest enrollment of their respective students in Iowa colleges during the first semester or quarter in 1967.

The figures shown in Table VII were based on the actual reports given by the college registrars from small colleges. They did not include late reports nor the enrollments of Iowa State University and the University of Iowa, which could have changed the number of students but not necessarily the rank order of the countries represented.

TABLE VII  
COUNTRIES REPRESENTED IN IOWA COLLEGES  
ARRANGED ACCORDING TO NUMBER OF  
STUDENTS BY COUNTRY  
SEPTEMBER, 1966

Country	Number of students	Rank
Canada	29	1
Japan	17	2
Iran	15	3
Korea	15	3
Mexico	13	4
Panama	13	4
Hong Kong	12	5
Kenya	12	5
Germany	11	6
India	11	6
Nigeria	11	6
Philippines	11	6
Kuwait	10	7
Tanzania	8	8
Thailand	8	8
Jordan	7	9
Indonesia	7	9
Greece	6	10
Peru	6	10

Of the fifty-seven institutions contacted, 86 per cent replied. Two of the colleges responded but did not give the actual enrollment and related information. Based upon their reports, the top ten colleges having the largest foreign student enrollment in the state are found in Table VIII.

TABLE VIII

COLLEGES IN IOWA HAVING THE LARGEST FOREIGN  
STUDENT ENROLLMENT, SEPTEMBER, 1966

College or University	Number of Students	Rank
Parsons College	46	1
Morningside College	30	2
State College of Iowa	29	3
Central College	28	4
Drake University	26	5
Grand View College	18	6
Iowa Wesleyan College	17	7
Marycrest College	17	7
Simpson College	15	8
University of Dubuque	14	9
Westmar College	13	10

The figures did not include the report given by any of the state universities. They were based solely on

the available data as reported by the schools at the beginning of the school year.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

#### I. SUMMARY

It was the purpose of the study to (1) identify the counseling needs of international students as viewed by themselves; (2) describe and analyze these needs in relation to the whole foreign student body; (3) assess their need for academic and personal counseling as based upon the services that are provided for by the colleges concerned; (4) explore the possible areas for guidance work in this field; and (5) determine the extent to which activities offered to students are meeting particular needs.

The ten-month study started in June, 1966. Preliminary data were obtained through correspondence with the registrars, deans of men, deans of women, foreign student advisers, and other student personnel workers. The master list generally contained the names of students, their local addresses, and their countries.

A table of random numbers was used to choose a sample of international students. Efforts were made to include each nationality represented on the campus.

The research tool was a six-point rating scale in the form of an inventory. Divided into two sections, it consisted of thirty-five items. It was designed to yield the needs of individual students on six levels. The first section asked for the level of difficulty each student had felt in twenty-three areas. The second section asked for the level of need for each of the twelve services listed.

The inventory was mailed directly to the student's residence. A letter explaining the purposes of the research accompanied the inventory. A followup letter in postcard form was mailed to students whose answers were not received after three weeks. Supplementary data were gathered through personal interviews with students, leaders, and officials, actual participation in activities, and membership in the Iowa Boards of International Education.

Of the fifty-seven institutions accepting foreign students, thirty-seven were selected. Forty-nine colleges sent the preliminary data that were requested. Seventy-two inventory sheets were mailed to the same number of foreign students and seventy-four per cent of these responded.

On the average, both levels of difficulty and need were approximately the same. This was also seen in Level 0. However, a significant difference was noted in Level 5.



All levels from high to low were expressed by the sample.

## II. CONCLUSIONS

After a thorough and careful analysis of the results, the writer arrived at several conclusions.

It was recognized that the composition of the foreign student body has changed since the study was started. The fact remains that the upward trend of foreign student population and the direction the schools have taken toward international education will continue. The needs will vary in depth and intensity in a constantly changing student body.

The findings suggested further study and interpretation to determine the extent of their validity. It is believed that this research report is a contribution to the improvement and development of guidance programs for overseas students. It may also stimulate better planning of future programs and research.

The success or failure of international students in making a satisfactory adjustment in school and in the community depends upon their motivations and reasons for studying, most of which are intangible. Variations and inconsistencies were marked by sex, graduate-undergraduate status, country, and the number of foreign students in each institution. The problems change with the length of

stay. The manner in which the problems are solved depends both upon the student's adaptability and the degree of familiarity or strangeness of his immediate environment.

The difficulties seemed to follow a pattern or tend to group themselves into four phases: general, academic, financial, and social. Academic experience included primarily one's facility of the English language since it is the medium of instruction in the schools. General difficulties covered the needs of students and their initial problems. Financial experience covered the sources of financial support and the student's ability to manage financially. Social experience involved the process of becoming a part of the community in which the school was located.

Any review of foreign student life will reveal the need for continuity of experience, for new and meaningfully collected data, and for constant reappraisal of practices if colleges are to serve the international students effectively. It also has external and internal implications, inside and outside the academic community.

Curricular offerings and requirements should be evaluated regularly to meet individual needs of a constantly changing foreign student body. Regardless of the number of students from abroad enrolled in an institution,

effective services could be organized and made more meaningful and useful. Each campus must develop policies and practices on a broad knowledge of foreign students as socially and psychologically determined individuals who have varying needs. Their problems cannot be effectively dealt with except in the context of the school's total international interest and effort.

The demand for more personnel who are professionally oriented to international education and who possess a cross-cultural point of view is evident. Recognition of the diversity of the foreign students in background and culture, their differences and similarities, could aid in the individualization of guidance provided to them.

The achievements of agencies in promoting international activities are very encouraging. A more coordinated program could yield better results.

Consciousness of the relationship between education and world affairs and sensitivity to the needs of international students can result in effective, satisfying, and lasting international student life.

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## APPENDICES



## APPENDIX A

## FOREIGN STUDENT INTERVIEW FORM

1. Full Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_  
Local Address \_\_\_\_\_ Phone \_\_\_\_\_  
Full Address in Home Country \_\_\_\_\_  
(Street Address) \_\_\_\_\_  
(City) (Country) (Country of Citizenship)  
College \_\_\_\_\_ Year \_\_\_\_\_ Major \_\_\_\_\_  
Faculty Adviser \_\_\_\_\_ Type of Visa \_\_\_\_\_  
Birthdate \_\_\_\_\_ Religious Affiliation  
or Denomination \_\_\_\_\_  
Date of beginning college study in U.S.A. \_\_\_\_\_  
Expected year of departure \_\_\_\_\_  
Marital status \_\_\_\_\_ Children \_\_\_\_\_  
Father's occupation \_\_\_\_\_ Siblings \_\_\_\_\_  
Friends or relatives in U.S.A.: (Addresses) \_\_\_\_\_

II. Present Situation:

In U.S.A. since \_\_\_\_\_ At Drake since \_\_\_\_\_  
Language difficulties (indicate) \_\_\_\_\_  
American Brother or Sister \_\_\_\_\_  
Member of Drake International Relations Club \_\_\_\_\_  
Other activities at Drake \_\_\_\_\_  
Working or off-campus activities \_\_\_\_\_  
(filed an I-538 form?) \_\_\_\_\_  
Name of roommate \_\_\_\_\_  
Are you willing to speak to various organizations? \_\_\_\_\_

Topics \_\_\_\_\_

List your special interests, talents, and skills:

\_\_\_\_\_

\_\_\_\_\_

Do you have a native or national costume which you  
would be willing to wear on occasion? \_\_\_\_\_

Are you interested in visiting or staying in an Amer-  
ican home? \_\_\_\_\_

IBIE activities: Foreign Student Weekend \_\_\_\_\_  
International Food Fair \_\_\_\_\_

IBIE continent and country committee chairman \_\_\_\_\_

III. Future Plans:

Vocational plans \_\_\_\_\_

Will you be at Drake next year? \_\_\_\_\_

Expected plans for vacation periods (Thanksgiving,  
Christmas, Easter vacation, summer vacation).

IV. Sources of financial support (Check one or more items):  
U.S. Gov't - Home Gov't. - U.S. Univ. - Private Orgs. -  
Personal Resources

Travel \_\_\_\_\_

Tuition & Fees \_\_\_\_\_

Maintenance \_\_\_\_\_

V. Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

VI. Additional Data:

- A. Passport: (Date of expiration)
- B. Visa Stamp: (Valid through)
- C. Form I-94 (Arrival-Departure Record). Date to which admitted.
- D. AR-11 (Postcard for Reporting Address or Change of Address) - Submitted every 3 months.
- E. I-20 (Certificate of Eligibility for Non-immigrant "F" Status.)
- F. I-53 (Annual Address Report Card) - Submitted each January.
- G. I-538 (Application by Alien Student for Permission to Accept Employment).
- H. I-539 (Application to Extend Time of Temporary Stay or Application by Alien Student).

## APPENDIX B

## LETTER TO INTERNATIONAL STUDENTS

December 5, 1966

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Dear Friend:

There's nothing like an international student. I come from a "foreign" country just like you do and I know what it is like to study in a college a little different from my own. My experiences might not be the same as yours but I know we agree on one thing - college life could still be made more pleasant than it is.

For this reason, I'm sending you this inventory as part of a statewide study of international students in Iowa. I feel proud to have you as one of those who were selected to represent their country and college for this study. Our primary purpose is to determine the counseling areas where future students from abroad may be helped. Obviously the results could not help us now. Perhaps we won't even stay long enough to see if they work. All we can say is we did help.

All information will be treated in the best professional manner. If you choose not to write your name, feel free to do so. Because of the importance of returning the inventory immediately, before you go on your Christmas vacation, I am enclosing a self-addressed stamped envelope.

Best wishes for a school life as merry as Christmas Day. If you ever come to Des Moines, I'd be very happy to meet you. Please call me at 255-4271 or 288-3700.

Sincerely,

FLORANTE P. TANGONAN

## APPENDIX C

## INVENTORY

Name \_\_\_\_\_ Mr. Miss Mrs.  
 Country \_\_\_\_\_ Freshman Sophomore  
 College \_\_\_\_\_ Junior Senior  
 Major \_\_\_\_\_ Graduate Special  
 (Please encircle one)

Part I. Please indicate the level of difficulty you have had in each of the following areas by encircling the appropriate number on the scale.

- 0. none
- 1. very low
- 2. low
- 3. average
- 4. high
- 5. very high

## A. Initial adjustment.

0 1 2 3 4 5

## B. Language facility.

0 1 2 3 4 5

## C. Homesickness

0 1 2 3 4 5

## D. Food

0 1 2 3 4 5

## E. Health

0 1 2 3 4 5

## F. Living arrangements and housing conditions.

0 1 2 3 4 5

## G. Making future plans.

0	1	2	3	4	5
---	---	---	---	---	---

## H. Government laws and regulations.

0	1	2	3	4	5
---	---	---	---	---	---

## I. Educational, social, and occupational information.

0	1	2	3	4	5
---	---	---	---	---	---

## J. Academic preparation.

0	1	2	3	4	5
---	---	---	---	---	---

## K. Academic classification.

0	1	2	3	4	5
---	---	---	---	---	---

## L. Study habits and time schedule.

0	1	2	3	4	5
---	---	---	---	---	---

## M. Programming of courses.

0	1	2	3	4	5
---	---	---	---	---	---

## N. Tests and grades.

0	1	2	3	4	5
---	---	---	---	---	---

## O. Standards set by college.

0	1	2	3	4	5
---	---	---	---	---	---

## P. Classroom instruction.

0	1	2	3	4	5
---	---	---	---	---	---

## Q. Financial support.

0	1	2	3	4	5
---	---	---	---	---	---

## R. Persons contacted for assistance.

0	1	2	3	4	5
---	---	---	---	---	---

## S. Planning vacations and holidays.

0	1	2	3	4	5
---	---	---	---	---	---

T. Making friends.

0            1            2            3            4            5

U. Discrimination.

0            1            2            3            4            5

V. New manners and customs.

0            1            2            3            4            5

W. Social functions.

0            1            2            3            4            5

Part II. A number of services for international students are listed below. Please indicate the level of need you had for each service. Encircle the appropriate number on the scale which is the same as Part I.

A. Assistance at registration.

0            1            2            3            4            5

B. Deciding what academic courses to take.

0            1            2            3            4            5

C. Immigration and visa procedures.

0            1            2            3            4            5

D. Finding housing.

0            1            2            3            4            5

E. Obtaining scholarships.

0            1            2            3            4            5

F. Obtaining financial aid other than scholarships.

0            1            2            3            4            5

G. Meeting with the college representative at place of arrival.

0            1            2            3            4            5

H. Orientation program.

0	1	2	3	4	5
---	---	---	---	---	---

I. Special meeting places such as International House,  
International Center, International Club.

0	1	2	3	4	5
---	---	---	---	---	---

J. Establishing contact with American students.

0	1	2	3	4	5
---	---	---	---	---	---

K. Establishing contact with Americans other than American students.

0	1	2	3	4	5
---	---	---	---	---	---

L. Individual counseling on personal problems.

0	1	2	3	4	5
---	---	---	---	---	---



## APPENDIX D

## COLLEGES SELECTED FOR THE STUDY AND THEIR LOCATION IN IOWA

Boone Junior College, Boone  
Buena Vista College, Storm Lake  
Centerville Community College, Centerville  
Central College, Pella  
Clarinda Community College, Clarinda  
Coe College, Cedar Rapids  
College of Osteopathic Medicine and Surgery,  
Des Moines  
Drake University, Des Moines  
Dubuque Theological Seminary, Dubuque  
Grand View College, Des Moines  
Grinnell College, Grinnell  
Iowa Wesleyan College, Mount Pleasant  
Keokuk Community College, Keokuk  
Luther College, Decorah  
Marycrest College, Davenport  
Mason City Junior College, Mason City  
Morningside College, Sioux City  
Mount Mercy College, Cedar Rapids  
Muscatine Community College, Muscatine  
Northwestern College, Orange City  
Open Bible College, Des Moines  
Parsons College, Fairfield  
Simpson College, Indianola  
St. Ambrose College, Davenport  
State College of Iowa, Cedar Falls  
University of Dubuque, Dubuque  
Upper Iowa University, Fayette  
Vennard College, University Park  
Waldorf College, Forest City  
Wartburg College, Waverly  
Webster City Junior College, Webster City  
Westmar College, Le Mars  
William Penn College, Oskaloosa

## APPENDIX E

## COUNTRIES REPRESENTED IN THE SAMPLE

American Samoa	Korea
Argentina	Kuwait
Australia	Lebanon
Bolivia	Liberia
Botswana	Macau
Brazil	Malawi
British Guiana	Malaysia
Burundi	Mexico
Cameroun	Netherlands
Canada	Nicaragua
Canal Zone	Nigeria
Columbia	Norway
Congo	Nyasaland
Costa Rica	Okinawa
Cuba	Pakistan
Denmark	Panama
Ecuador	Peru
England	Philippines
Ethiopia	Puerto Rico
France	Rhodesia
Germany	Saudi Arabia
Ghana	Sierra Leone
Greece	Singapore
Guatemala	St. Vincent
Haiti	Sudan
Honduras	Sweden
Hong Kong	Taiwan
India	Tanganyika
Indonesia	Tanzania
Iran	Thailand
Iraq	Tonga Islands
Israel	Trinidad
Jamaica	Uganda
Japan	Uruguay
Jordan	Venezuela
Kenya	Vietnam